**Global Studies-Lesson Plan-Day 7-10**

**Lesson Title:** People and Parks

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Anne Lessard and Rachael Gustaveson

**Grade Level:** 7

**Recommended Duration:** 4 class periods (320 mins.)

**Essential Question:** How does a place influence a person?

**Specific Learning Goals:**

Students will understand that the story of the national parks is one that contains the contributions of many Americans from all walks of life.

Students will review the contributions of individuals who have made contributions to the national park over its history.

Students will create a Prezi using the five themes of geography to share information about the national parks these individuals influenced.

**Lesson Overview:**

One of the most fundamental aspects of America is the role of ordinary Americans exhibiting extraordinary effort in the practice of democracy. Like the idea of freedom itself, the national park idea has been constantly tested, is constantly evolving and is inherently full of contradictory tensions: between individual rights and the community, the local and the national; between preservation and exploitation, the sacred and the profitable; between one generation's immediate desires and the next generation's legacy.

As America expanded westward, pioneers would “discover” landscapes of such breathtaking and unusual beauty that written descriptions of the lands were sometimes assumed by people in the East to be works of fiction. Eventually, there emerged a belief that these special places should be kept untarnished by development and commerce so that they could be experienced by all people. In this lesson, students work in small groups to research individuals working in concert to preserve land of exceptional natural beauty and wonder as national parks.

**Description & Sequence:**

**Research**  
1. This activity has students working in their groups reviewing designated video segments of The National Parks: America’s Best Idea that describe the efforts of individuals who worked toward preservation of the parks. Divide the class into seven groups and assign each group one of the national parks.  
2. Distribute the appropriate student handout to each member of each group. Review the general directions with students and have them research the work. Students can share research responsibilities by dividing the questions among members of the group.  
3. Each group will access their assigned video segments and take notes on the research questions from their packet. They may also access additional information on their designated national park at pbs.org/nationalparks/parks.  
THE NATIONAL PARKS: AMERICA’S BEST IDEA Lesson Plan: People Behind the Parks 1

**Project:**  
4. Have students work in their group to develop a Prezi to show park and individual they read about in their research.   
  
5. Have students can make their presentations to the class. Distribute the Master Chart to all students prior to the presentations.  
6. Have students take notes during the presentations and ask questions to complete the charts.  
7. After presentations, debrief students with the following questions:  
8. What patterns or similarities do you see in how individuals became involved in preserving an area for a national park?  
9. Which examples do you see that stand out as exceptions?

The story of the national parks is a story of people from different backgrounds whose commonality is their desire to preserve America’s natural wonders for current and future generations.

**Pre-Assessment:** N/A

**Formative Assessment:** Prezi rubric used in the description of their town and the five themes of geography.

**Differentiation:** Offer students notes to supplement the clips if needed.

**Student-Centered Leaning:** Students are researching national parks and seeking information about the individuals who influenced them.

I**nquiry-based learning**: Students are asking questions about the people who influenced the development of the national park system.

**Materials:** Netbooks,Master Chart for note taking/research

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:10** Students show understanding of past, present and future time by  
- Identifying the beginning, middle, and end of an historical narrative or story

**Resources:**

Lesson is adapted from the following:

[http://www.pbs.org/nationalparks/for-educators/lesson plans/](http://www.pbs.org/nationalparks/for-educators/lesson%20plans/)

**21st Century Skills including technology**: Student-centered, inquiry-based, collaboration, internet, Prezi

**File Attachments:**

Master Chart for note taking/research